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ABSTRACT

This handbook of information for career education advisory committee members at Los Angeles City College reproduces the occupational education policy statement of the California Community Colleges, defines the relationship between career education and occupational education, lists the goals and objectives of Los Angeles City College, and outlines the functions of career education advisory committees. These functions include: (1) serving as a communication channel between college and community occupational groups; (2) listing necessary skills and technical information for courses; (3) recommending instructors; (4) evaluating the program; (5) recruiting students, and placing graduates in jobs; (6) informing the college of changes in the labor market; (7) assessing program needs; (8) helping inform the community of available programs. A summary section provides specific details of committee organization and operation, and lists the functions of the committee chairman and secretary. (Author/NHM)

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A HANDBOOK FOR ADVISORY COMMITTEE MEMBERS

JC 760 K5

LOS ANGELES CITY COLLEGE ● OFFICE OF INSTRUCTION

INTRODUCTION

Dean of Instruction	-	James L. Heinselman
Assistant Dean - Division I	-	Dorothy Hata
Assistant Dean - Division II	-	Robert E. Wilkinson
Coordinator Career Education	-	Stanley L. Schall

Division I	Division II
Business Administration	Architecture, Urban Planning
Computer and Electronics Technology	Law, Administration of Justice
Dental	Media Arts
Engineering and Industrial Technology	Music
Family and Consumer Sciences	Radio - TV - Film
Nursing	Theatre
Occupational Therapy	Transportation, Travel, Tourism
Ophthalmic Optics	
Radiologic Technology	
Secretarial Science	

OCCUPATIONAL EDUCATION POLICY STATEMENT

by CHANCELLOR'S OFFICE, CALIFORNIA COMMUNITY COLLEGES

Occupational Education, an essential need for a large and growing number of California youths and adults, fills a basic and dynamic role in the state's network of comprehensive Community Colleges. The policy of the Board of Governors is to give great attention to maintaining, strengthening, and fulfilling the goals of Occupational Education in Community Colleges.

As a leading source of training and retraining for students throughout California, Community College Occupational Education is dedicated to fostering and maintaining excellence in career programs. Occupational Education is not only a matter of pride and personal goals, but also important to our state and national goals.

Operating primarily with financing, administration, and control under local governing boards and integrated with the Board of Governors and Chancellor's Office, Occupational Education is closely associated with business, industry, labor, public service, and the professions to support manpower requirements of the American economic system.

To help meet state and national needs, Occupational Education in the California Community Colleges has six fundamental goals:

1. To prepare students for employment in established and emerging occupations and assist in placing them in jobs or in more advanced training programs.
2. To counsel students in making occupational choices consistent with ability to achieve their aspirations and with job markets.
3. To assist those already employed to acquire more skills to maintain their level of employment, to advance, or to change fields.
4. To develop consumer education and homemaking skills in all areas.
5. To seek out and develop those ideas which lead to instruction in and development of skills and proficiencies in new and emerging occupational opportunities.
6. To determine that counseling is current on a continuing basis as to the needs of occupational skills and opportunities.

Parallel to these statewide goals are the commitments of Community Colleges to extend and improve their programs in Occupational Education, with access to as many students as possible seeking training.

Occupational Education should be geared to realistic opportunities and planned to suit the needs, interests, abilities, and economic awareness of students.

Programs should benefit those who have completed or discontinued their formal education and need training to compete in the labor market, along with those upgrading or learning new skills. Programs should provide for students with academic, socio-economic, or other disadvantages and should also provide work experience or on-the-job training.

To help realize these six basic goals, the following objectives are the responsibility of the Community College districts working in cooperation with the Chancellor's Office:

1. To assess needs and acquire financial resources for developing and expanding Occupational Education in California Community Colleges.
2. To evaluate Occupational Education in California Community Colleges in relation to state and national goals and provide background on the roles of business, industry, labor, and the American economic system.
3. To set priorities in Occupational Education and improve articulation involving segments of secondary and higher education, including high school juniors and seniors enrolled in Community College courses.
4. To use research, local and area planning, and evaluation to improve Occupational Education operations in Community Colleges and to gather and disseminate information on Occupational Education to insure maximum use benefits from funds spent.
5. To develop and improve consulting and administrative support services to occupational programs at local, state, and federal levels.
6. To widen the scope of occupational programs serving the disadvantaged, handicapped, and others not now being served.
7. To increase the effectiveness of Occupational Education by implementing work-experience and on-the-job training opportunities, broadening the relevance of instruction for students and employers.
8. To identify needs and provide in-service educational opportunities for professional development of personnel in Occupational Education.

RELATIONSHIP BETWEEN CAREER EDUCATION AND OCCUPATIONAL EDUCATION

A tentative definition of Career Education used by the California Career Education Task Force is:

"Career Education is a comprehensive educational program focused on careers, which begins in early childhood and continues through the adult years. It provides for a broad approach to preparation for citizenship, career development, and for life in a world where leisure time is increasing. It involves all students and all educators. The emphasis is on individualized instruction, articulated from grade level to grade level. Career Education permits each student to realistically assess personal attributes and aspirations, explore occupational opportunities, make a realistic occupational choice, and receive the necessary instruction to develop *Salable Skills* for entry into the world of work. The program goals as defined by Career Education are:

1. To make all educational subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme.
2. To provide all persons the guidance, counseling, and instruction needed to develop their self awareness, and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.
3. To assure the opportunity for all persons to gain an entry-level, marketable skill prior to their leaving school.
4. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.
5. To provide services for placing every person in the next step in his development whether it be employment or further education.
6. To build into the educational system, greater utilization and coordination of all community resources.
7. To increase the educational and occupational options available to all persons through a flexible, educational system which facilitates entrance in re-entry either into the world of work or the educational system."

As stated above, Occupational Education is a major part of Career Education, *but is only one part of Career Education.*

Occupational Education has a direct responsibility for goals 3, 4, 5, and 7 above. Occupational Education also has a secondary responsibility for assisting education in achieving goals 2 and 6.

As defined by the Career Education Task Force, the Community College Occupational Education Program has the responsibility to achieve the following goals:

1. Provide every student further intensive preparation in a selected occupational cluster, or in a specific occupation in preparation for job-entry and/or further education.
2. Provide intensive career guidance and counseling in preparation for employment and/or further education.

GOALS AND OBJECTIVES OF LOS ANGELES CITY COLLEGE

Los Angeles City College strives to realize these specific goals and objectives:

1. Education for occupational competence:

   a. To provide career education
   b. To provide training opportunities to upgrade skills or employment qualifications and opportunities to prepare for employment in another occupation

2. Education for transfer to four-year colleges and universities

   a. To provide well-rounded lower division education for those who desire to continue their collegiate education beyond two years
   b. To provide pre-professional curricula of one-year or two-year duration

3. General Education: to provide education designed to develop competence as an individual and as a citizen

4. Guidance: to assist students to "find themselves". A basic function of Los Angeles City College is its program of guidance designed to help every student to discover his aptitudes, choose his life work, and prepare for the successful pursuit of such work.

5. Community Service: to cooperate with business, professional and community groups in planning and providing college-level instruction and cultural opportunities helpful to all

6. Education for Change: to assist students to acquire the ability to make frequent re-adaptations in a dynamic changing society

ADVISORY COMMITTEES AND THEIR FUNCTIONS

Preparation for entry into our career world of work has called for cooperative planning by industry and education. The nature of occupational change requires that educators, and particularly those who are charged with decision making be kept informed of the current and anticipated skill needs of industry. Since the community college is designed to meet so many needs, it has been found that no single type of advisory committee can adequately serve to advise for all needs. There are,

therefore, several types of advisory committees - each one designed to serve the college in a particular way. Presently, we are concerned with only one type:

Career advisory committees (concerned with specific industry or occupation areas)

Leaders in government, business, industry, and education are looking to laymen and specialists for counsel in determining courses of action. The President of the United States has a cabinet and many special advisors to assist him to do the job of the chief executive; business and industry leaders have assistants and consultants who advise and guide them as policies and procedures are formulated; and school administrators have staffs of specialists who assist them in the administration of complex educational programs.

It has long been the contention of career educators that programs which provide for the widening spectrum of occupations should be organized and conducted with the advice and counsel of representative committees. There has never been a time in history when this need for guidance by educators was more pronounced; the pace of change is outstripping the capacity of the colleges to respond unless two-way communications between educators and other interests in the form of advisory committees are actively engaged in program planning.

Definition of Advisory Committees

A community college occupational education advisory committee may be defined as a group of persons selected from the community to advise educators regarding occupational education programs. The advisory committee is usually formally organized, and is appointed by proper authority for a definite term. In some situations an informal or "ad hoc" committee is used by educators for special purposes.

Two characteristics distinguish advisory committees from committees in general: (1) they do not possess formal authority, and (2) members serve voluntarily without pay.

The Occupational Advisory Committee

Broadly stated, the function of the career advisory committee is to advise the community college department chairmen regarding instructional programs in specific careers. This committee should be concerned with the particular occupational education area which it represents as it relates to the overall educational program. Some specific functions are that it:

1. Serves as a communication channel between college and community occupational groups.

2. Lists the specific skills and suggests related and technical information of the course.

3. Recommends competent personnel from business and industry as potential instructors.

4. Helps evaluate the program of instruction.

5. Assists in recruiting, providing internships, and in placing qualified graduates in appropriate jobs.

6. Keeps the college informed on changes in labor market, specific needs, and surpluses, etc.

7. Provides means for the college to inform the community of career programs.

8. Assesses program needs in terms of the entire community.

Depending upon the particular career education program, this advisory committee might meet annually or semi-annually. Most college department chairmen soon learn that individual members may be consulted, day or evening, independent of formal meetings, should a problem arise.

Other Advisory Committees:

Other committees have served the college in advisory capacities over the years to assist department chairmen and instructors in planning, organizing, and conducting the educational program. Such groups have had a variety of names, but the title is less important than the purpose. Whether they were called boards, commissions, councils, or committees, their function was to serve in an advisory capacity. The term "advisory committee" is more widely accepted since it implies advising, investigating, and feeding back information.

DESCRIPTION OF VARIOUS FUNCTIONS OF ADVISORY COMMITTEE

Utilizing Advisory Committee Expertise

The degree of expertise possessed by each member, as perceived by his superior and the college representative, is often an influencing factor in the invitation he receives to serve on the advisory committee. The extent of his contribution to the educational program may rest upon the knowledge he has of his area of specialization. This knowledge, coupled with a general understanding of the field of education, should be standard equipment for advisory committee members and should be brought into play by the college at every opportunity. In times of need, the college has at its disposal a rich source of information for its specialized career areas.

Some of the ways in which colleges can utilize the guidance and direction of the advisory committee experts are:

Equipping and furnishing instructional facilities: New programs in occupational education generally involve equipment, most of which is costly. The expertise of industry representatives to advise and counsel the administration and staff when new equipment is being contemplated is a "must". While frequently there are available used pieces of equipment in the community that are sometimes donated to the community college for the program, it is also "good business" to talk over the plans for purchasing new equipment with those who are familiar with their performance in industry. The advisory committee should also help to establish standards for equipment, facilities, and instructional materials for the occupational education programs.

Reviewing and recommending changes in curriculum: All community college career education programs, new and old, should be reviewed at least once each year by the advisory committee. Probably no one in the community would be more aware of new technical developments which require changes in the curriculum than members of related advisory committees. The scope and sequence of courses should also be subjected to the scrutiny of the advisory committee periodically.

Obtaining public support for financing the community college: Advisory committees often support bond elections, or state legislation affecting occupational education funding. The organizations which the members represent usually have a favorable attitude toward occupational education programs, and they are in a position to persuade other industrial organizations, service clubs, and civic groups to support favorable legislation. General advisory committees at the state or national level frequently initiate the request for the

support of legislation, but they depend upon members of general and occupational advisory committees to enlist popular support at the local level.

Raising scholarships: Advisory committees often raise scholarships to provide incentives and response to financial needs of students. Industry is usually very willing to provide a scholarship as tangible evidence that it is supporting the community college program. The community college administration need only agree that such scholarships are desirable, set up a procedure for selecting the recipients and notify each advisory committee that scholarships are needed. A personal visit to industry by the college program director may be necessary to finalize arrangements by the donor.

Donations by industry: One of the most important and direct ways that industry can help the college is by financial and material assistance. Community college career programs in all parts of the nation can point to valuable equipment and instructional supplies and materials that were donated to them by local industry.

Field trips to industry: The wide assortment of field trips by students and instructors that can be arranged in a community with the help of the advisory committees is limited only by available time. In a realistic way, instruction can thus be related to the particular needs of industry. Such trips are educational and highly effective in providing an opportunity to observe the environment in which the graduate will work.

Speakers for classes and meetings: From the ranks of advisory committees have come some inspiring and stimulating speakers for various classes and meetings, for both students and faculty. By and large, these are the men of industry's "firing line". They are valuable resource speakers because they are familiar with the problems of education as well as the problems and opportunities of industry. And not only can they serve as speakers, but they can suggest others from industry who can serve the college as speakers. The police chief, for example, may be a member of the Law Enforcement Advisory Committee, but he influences a number of persons such as finger print experts, laboratory technicians, detectives, patrolmen, and others who have much to offer as class speakers.

Liaison with labor and management: The joint apprenticeship committees have provided two-way communication between labor and management on the one hand and the community colleges on the other. The colleges provide related instruction which supplements on-the-job training experiences for apprentices. This has paved the way for job entry by those who complete the program. The relationship has done much to eliminate confusion which is likely to arise when a portion of the educational program is taken over by agencies other than the community college.

Recruiting faculty: Career education programs in the community colleges would be difficult to staff without the help of advisory committees. Such committees usually assist in identifying appropriate qualifications and determining the competencies of instructors. Qualified persons may be suggested to the college as prospective instructors by the advisory committee.

Selecting and placing students: Advisory committee members can assist the community college by recommending standards for student selection from feeder high schools. Printed materials about career education programs and prespective jobs can be made available to high school counselors. Advisory committee members may also participate at high school career day activities where accurate occupational information may be distributed.

Affiliated as they are with industry and education, advisory committees frequently find placement opportunities for students on a permanent basis or for summer and part-time employment.

Public information: The public understanding of the career education programs in the community college hinges upon the flow of positive information emanating from the college. The advisory committee serves as a link with the community by interpreting the instructional program to both industry and the community. Members of the advisory committees can do the following:

1. Arrange visits to industry for instructors, counselors, administrators and students.

2. Participate in "career-day" and "open-house" activities at college.

3. Serve as speakers for college functions.

IN SUMMARY

The function of the advisory committee is to provide closer cooperation and better understanding of career education by industry, the general public, and the college. It provides a two-way system of communication between college and community which is essential to all educational programs. It has no legislative or administrative authority; its function is to give advice.

AUTHORITY TO APPOINT

The department chairman is responsible for providing recommendations for advisory committee members along with pertinent resumes to the Division Dean, who forwards the material to the President through the Dean of Instruction.

ADVISORY COMMITTEE ORGANIZATION

Since the college is anxious to work with those people in the community who can contribute most to the success of the career education program, appointments to advisory committees demand considerable discretion. The success or failure of these committees depends upon the ability and willingness of the members to contribute.

Personal Qualifications

At least three essential criteria are kept in mind when selecting and inviting individuals for membership in one of the college's Career Advisory Committees:

1. Experience - Members must have had successful first-hand experience in the special area being served. They are persons who have the respect and confidence of their associates.

2. Adequate time - Since an advisory committee should meet as frequently as necessary, members must maintain close contact with the activities of the college. It will be necessary to devote some time to committee work, some of which will be on the college campus. In this connection, it may be advisable to provide alternates for each member.

3. Character - Most members are invited to serve on the college advisory committees at the recommendation of their colleagues. They are described as exhibiting a strong sense of responsibility and civicmindedness, and are considered highly cooperative by their immediate supervisors.

In addition to considering the personal attributes of the individual members, every effort is made to have truly representative committees. These committees are selected from a cross section of organization in the community, and from several geographical areas in an attempt to achieve balance.

Advisory Committee Operations

Los Angeles City College has its own unique problems to meet. Therefore, the advisory committees may operate somewhat differently than advisory committees at other colleges. The following generalizations are made regarding the college career education advisory committees and their methods of procedure.

Duties of the Chairperson

The chief duty of the chairperson of the committee is to preside at all meetings of the committee. He will be expected to work closely with the college program coordinators at all times and will be consulted when the agenda for the meeting is prepared. It is usually the responsibility of the chairperson to appoint subcommittees and to represent the advisory committee when appropriate.

Who Represents the College

The most logical individual to assume the task of representing the college at the advisory committee meetings is the career department chairman. As the college career programs expand and meetings increase, it becomes physically impossible for one person to represent the college at all meetings.

Therefore, the representative most knowledgable in the special area will be appointed to speak for the college. In addition, the instructors of the particular field under discussion will work with the committee and assist at the meetings.

Duties of the College Representative

The college representative will serve as secretary, or general consultant of the advisory committee, or a combination of these. It is important to note that in any event, he is considered an ex-officio member of the committee. He is present to seek advice, not to give it.

Some of his duties will include reading and keeping minutes, notifying members of time and place of meeting, arranging for meeting rooms at the college, providing statistical or descriptive information concerning the college, and preparing reports of progress. The college will assume the tasks of providing all clerical assistance needed in the work of the committee, including minutes, reports, recommendations, and special notices.

One of the chief duties of the college representative is the preparation of the agenda for each meeting. It is his responsibility to state the problems involved in the occupational education programs and to present them to the advisory committee for discussion and recommendations. It is important that members of the committee be consulted in order to discover what the laymen believe to be weaknesses in the program and to get new, original ideas for improvements and additions.

It has been said that achievements of advisory committees are in direct relation to demands made on them by schools and colleges. It behooves the college representative to obtain the maximum benefits from these specialists through active participation at meetings.

Lines of Communication

Copies of minutes and recommendations are sent to all individuals and agencies involved. This includes the Dean and the Assistant Deans of Instruction, and the organizations represented by the committee members. Thus the thinking of the advisory committee is made available to all interested persons, and the college authorities may use the suggestions as they choose.

Number of Members

The number of members on an advisory committee varies with the nature of the program served. This group should not be so large that it becomes cumbersome to deal with. It should lend itself to informal, constructive discussion. Normally eight to twelve members tend to make a viable group.

Term of Membership

Members are appointed to definite terms of office serving from one to three years. Provisions are made for staggered replacement so that there will always be experienced members serving. When a term has expired, a new committee member will be appointed upon the recommendation of the department chairman to the President through the Office of Instruction.

The Office of Instruction will keep an up-to-date list of the committee members, with the President sending letters of appreciation for services rendered. Members may be reappointed for a new term at the request of the college representative.

Number of Meetings

With an ever-expanding campus and programs to match, it has been difficult to standardize the number of meetings that each advisory committee should hold during the course of a year. The practice of calling meetings whenever there is important business to be conducted will be continued. Calling the committee together for meetings to discuss matters that might have been resolved by mail will be avoided by the college in deference to the already heavy demands of the jobs of most committee members.

Generally speaking, established committees should meet at least two or three times a year; new committees will probably meet much more frequently to establish their needs.

DUTIES & FUNCTION OF COMMITTEE CHAIRPERSON & SECRETARY

The Committee Chairperson

The principal duty of the chairperson is to preside at all meetings of the committee. The chairperson may be either a layman or a representative of the community college as examples of both can be found on campuses with little or no difference in the effectiveness of the committees. Since the educational representative will be receiving the advice, he should assume a leadership role for a portion of each advisory committee meeting.

If the chairperson is a representative from industry, he should plan the meeting agenda together with the college representative. Having decided on time and place of the meeting, notices should be sent by the college on official stationery and the agenda announced.

The chairperson should assume the role of conference leader in the interest of minimizing the formality of committee meetings. Formal parliamentary procedure tends to stifle the interest and activity of the group, whereas the conference type of meeting promotes the widest participation of each member. Aside from being a working committee, the meetings should be pleasant and sociable experiences for all members.

The Committee Secretary

The secretary is also an important member of the advisory committee and should have a close working relationship with the members of the committee. His most important attributes include:

1. An understanding of the program and a sense of the relative importance of issues and objectives.

2. An ability to explain the program to others.

3. A sensitivity to the viewpoints of others.

4. An ability to organize detailed material into a meaningful whole.

5. A facility for writing.

6. An ability to motivate appropriate college administrators or faculty members to prepare necessary background materials.

7. Imaginativeness and alertness for suggesting ways of making the work of the committee and its members most effective.

8. A willingness to do their utmost to make the committee a success.

The secretary is sometimes elected by the committee from its membership. On occasion a representative of the institution is asked to serve as secretary to the committee since there is usually a great deal of routine, time-consuming work to be done by the secretary. Most members of the committee would not be able to devote the necessary time to do the job.

An important function of the secretary is the preparation and mailing of announcements, minutes, and other information to committee members, college administrators, and others who must be kept informed of committee activities. Normally the department chairperson will assume the responsibility for announcing meetings and developing and disseminating minutes. The importance of accurate and neatly prepared reports and letters should not be minimized. The timeliness of announcements and feed-back following meetings is even more important.

POLICY ON ADVISORY COMMITTEES

Procedure for approving and updating advisory committee membership:

1. Each department chairman shall be responsible for meeting with his respective advisory committee on a regular basis throughout each school year. Normally, two to three meetings per year should be adequate for an on-going program, but more frequent meetings may be necessary for a program under development or revision.

2. The chairman shall advise his respective Assistant Dean of Instruction of time, place, and agenda for all meetings, and shall also send both parties a copy of the minutes within two weeks succeeding a meeting. Copies should also be distributed to all members of the committee as a matter of record.

3. The department chairman shall keep the Assistant Dean of Instruction advised of any changes in membership of any approved committee.

4. The Dean of Instruction's secretary will send an appropriate letter to new appointees, welcoming them to the committee on behalf of the institution, or will send a letter of appreciation for services rendered to people leaving the committee. Both letters will be personally signed by the President. Individuals receiving a letter of appreciation for services rendered will also receive a certificate of appreciation from the President's office. The department chairman will receive a copy of all correspondence.

5. Length of service to an advisory committee should be for a stipulated period of time. This will allow a prospective committee member to commit himself for a specific period of time.

Tenure of service should be for three years with one-third of the group retiring each year. This will provide continuity in the composition of the committee, and will also allow for a limited number of changes each year.

On occasion, it may be desirable to retain an advisory committee member for longer than the stipulated term. This is acceptable as long as it is agreed that his continued membership is in the best interests of the program and the institution. The Assistant Dean of Instruction should be advised of any intent to extend a member's length of service.

6. Individuals may be added to the committee at any time. Their names should be submitted to the Assistant Dean of Instruction with proper identification as to the intended length of service on the committee.

7. On occasion, members of the committee may ask to be relieved of their responsibilities due to job transfer, ill health, or any number of other reasons. In any case, please advise the Assistant Dean of Instruction of this change so that the records will be kept up-to-date and the President can thank these individuals for their services.

8. In addition to regular approved advisory committees, it may be necessary to establish an "ad hoc" advisory committee to assist in the development of a new program, or just to discuss a particular idea. Ad hoc committees should be identified to the respective Assistant Dean of Instruction with corresponding notices on meetings and minutes of same. No formal action will be taken until the Assistant Dean of Instruction is requested to submit the names to the President via the Dean of Instruction.

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